



# Old Testament 3:

## Teacher's Guide

### Life of Moses

*This set contains . . .*

- ◆ Student Lesson Copy Masters
- ◆ Teacher's Guide
- ◆ CD with Student Lesson Copy Masters and Teacher's Guide in PDF and RTF files

#### **Unit 10 Moses: Learning to Serve**

**Theme:** Serve God by using the abilities he has given you and by living according to his will.

- Lesson 1:** Moses: Prepared to Serve  
**Lesson 2:** Humility in Service  
**Lesson 3:** Serving in the Body of Christ

#### **Unit 11 The Passover: A Symbol of God's Grace**

**Theme:** The Passover is a ceremony and symbol of God's grace.

- Lesson 1:** The Passover: A Ceremony of Blood  
**Lesson 2:** The Worthy Passover Lamb  
**Lesson 3:** The Yeast of Wickedness

#### **Unit 12 The Israelites: Their Grumbling and God's Grace**

**Theme:** Complaints often show a lack of trust.

- Lesson 1:** Whining in the Wilderness  
**Lesson 2:** The Prosperity of the Wicked  
**Lesson 3:** When Troubles Come

#### **Unit 13 The Israelites: God's Chosen People**

**Theme:** The Israelites were God's Old Testament chosen people; the church is his New Testament chosen people.

- Lesson 1:** The Sinaitic Covenant  
**Lesson 2:** Tabernacle Worship: Shadows of Christ  
**Lesson 3:** Access to God  
**Lesson 4:** The Chosen People Have Peace with God

#### **Unit 14 Moses: Israel's Mediator**

**Theme:** As Moses was the mediator between God and Israel, so Christ is the mediator between God and all believers.

- Lesson 1:** Moses: Mediator between God and the Israelites  
**Lesson 2:** Wanted: One Mediator  
**Lesson 3:** Jesus Intercedes

Suggested for Grade 9

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# Introductory Pages for Old Testament Books

## UNIT FORMAT

Each unit contains 15 to 25 copy masters for use with the students. These student copy masters may be reproduced. The teacher's guide contains copy master text, answers, and other instructions. Each student should have a three-ring binder to store and organize all the copy master sheets.

## Overview

This page contains the information the teacher needs to understand the unit.

- **Unit title**
- **Bible references**
- **Unit theme**
- **Spiritual goals:** We pray that the Holy Spirit would help the students learn these spiritual truths and adopt these spiritual attitudes and habits.
- **Suggested memory treasures:** Assign these as you see fit. Be sure to discuss their relationship to the truths in the unit. The students will have learned almost all the suggested memory treasures in their Christ-Light lessons at Lutheran elementary school or Sunday school. One asterisk designates those memory treasures that are part of the Sunday school core. Two asterisks designate what is additional core for Lutheran elementary schools.
- **Suggested commentary readings:** Read these to review Scripture or add depth to your instruction.
- **Introduction ideas:** Use these to interest the students and help them see their need for what they will learn in the unit.

## Copy Masters

- The **Background** page helps the students review some of the basic facts of the Bible character or the Bible era about to be studied. Most, but not all, units have a background page. *This copy master should always be used.*
- The **Bible lessons** guide the students in their study of specific portions of the Bible. They begin with an Aim question and end with Truth(s) that answer that question. Key Points are emphasized along the way. You may hand these out and have the students fill them in as you teach the lesson, or you may have the students work in small groups to complete a portion of them before you discuss them. Please note that the student pages will lose their effectiveness if assigned as homework before class.

*The first Bible lesson is the primary one in the unit. It should always be used. Using the remaining two or three is strongly suggested.*

- Each **Discuss This** page contains questions related to the Bible lesson directly preceding it. Each option is designated to the specific Key Point to which it is most closely connected. The discussion options require a variety of learning skills, such as analysis, synthesis, evaluation, and application. *At least some of these questions should always be used, because they help the students apply the lesson to their lives.* Plan in advance which questions you will use and where the questions best fit. Then vary your use of these questions:
  - ~ Discuss some questions as a class.
  - ~ Have students write answers first before discussing the questions as a class.
  - ~ Have students discuss the questions in pairs or small groups before discussing them as a class.
  - ~ Assign some questions as homework.
- The remaining sheets contain **activities** to help the students learn the Bible lessons and apply them. The sheets include additional Bible studies of many kinds, real-life situations, skits and roleplays, simple doctrinal studies, hymn and memory treasure studies, illustrations, writing activities, simple art activities, and so on. They may be done in class or outside of class, independently or in small groups. *Select those activities best suited to your class, and limit the number of activities to fit the time allotted. Plan in advance at what point in the lesson you can most appropriately and effectively use the selected activities.*
- **Spiritual journal topics:** The last copy master in each unit contains a variety of questions for student reflection and writing. You may assign one or more of the suggested topics or one of your own choosing. The students may put all their spiritual journal pages in one section of their three-ring binders. Generally, journal writings are intended to be kept private. You may ask the students occasionally to hand in one of their own choosing, or you may tell them ahead of time that you will be collecting one. *Because the writing of spiritual journals encourages personal reflection on spiritual truths as they relate to daily living, use of these journal topics is strongly suggested.*

## Sample Lesson Plan

The following sample lesson plan is for Lesson 1 of Unit 10: Moses: Learning to Serve.

1. Introduce the lesson with the first Introduction option (*Show an hourglass . . .*).
2. Use **Copy Master 1** (*Moses: Groomed for Greatness*), the **Background** page, to acquaint your students with the necessary background for this lesson.
3. Hand out **Copy Master 2** (*Moses: Prepared to Serve*). Have the students work in pairs to read and complete the first section, concluding with Key Point 1.
4. To apply Key Point 1, hand out **Copy Master 3** (*Moses: Prepared to Serve*), the **Discuss This** page, and discuss application questions 1 and 2.
5. Return to the lesson on **Copy Master 2**. Read and discuss the second section, concluding with Key Point 2.
6. To apply Key Point 2, use application question 4 on **Copy Master 3**.
7. Return to the lesson on **Copy Master 2**. Read and discuss the third section, concluding with Key Point 3.
8. To apply Key Point 3, use application questions 7 and 8 on **Copy Master 3**.
9. Return to the lesson on **Copy Master 2**, and answer the Aim question with the Truth of the lesson.
10. To further apply the lesson, do **Copy Master 4** (*Back to Basics*) in class. Assign different students to read the various passages aloud. Then discuss as a class what God is saying in each passage about serving him.
11. Use **Copy Master 5** (*Here Am I—Send Aaron!*) to study what hymn 573 tells us about serving God.
12. Discuss the I-PRAY method on **Copy Master 6** (*Decisions, Dilemmas, Difficulties*). Then assign this page as homework. The students may not wish to share what they have written on this sheet.

## Characteristics of Ninth-Grade Students

### Spiritual Development

- They think more deeply about spiritual truths they have already learned.
- They can understand the interrelatedness of Bible events.
- They want to know how to apply spiritual truths to their lives.
- They may need additional guidance if they do not come from homes that model Christian living.

### Emotional and Volitional Development

- They do not consider themselves children, and they are independent in their attitudes and habits.
- They are greatly influenced by the actions and opinions of their peers.
- They are often governed by role models they have consciously or unconsciously chosen to follow.
- They are greatly influenced by television, movies, music, and magazines.

### Sexual Development

- Their sexuality is becoming an important aspect of their lives.

### Relationships with Parents

- They are in the process of leaving their parents in order to develop independent lives.
- They share less of their experiences with their parents.
- They are still influenced by their parents, especially if their parents respect their growing independence.

## Learning Style

- They can study one topic in depth over a number of class periods.
- They still enjoy a variety of learning experiences:
  - ~ working independently and in peer groups
  - ~ learning by listening and by doing
  - ~ learning by reading and by writing
  - ~ learning by answering questions and by asking questions
  - ~ analyzing, synthesizing, evaluating, and creating
- They question things they have previously accepted without question.

## Some Teaching Strategies

- **Meet the students where they are and then stretch them:** Recognize that your students have different levels of Bible knowledge and spiritual development, even when they might have received similar spiritual training in elementary school. Do not make assumptions about their previous learning. Start with the simple. Review the basics. Then move on to more complex concepts, deeper understandings, and applications of Bible truths relevant to their teenage years.
- **Create an open, responsive environment:** Recognize that as your students develop independent thinking skills, they may question things they previously accepted without question. Maintain a classroom in which it's good to ask questions, even spiritual questions. You are a spiritual leader. If they have questions, you want to give them truthful and appropriate answers. Encourage them to search the Scriptures, not worldly "experts" for answers.
- **Allow them to work together on some exercises:** Occasional cooperative-learning activities yield many positive results. Your students may enjoy their work more when they do it with their peers. They may become accustomed to discussing spiritual issues with their peers—a skill we hope they take with them outside the classroom. And when they have already tried out their ideas on a small group of their peers, they may feel more confident discussing an issue in front of the whole class. To keep "chatty" students focused on the task at hand, give the students definite and fairly short time limits.



# Moses: Learning to Serve

## Exodus 1–4

### Unit Theme

Serve God by using the abilities he has given you and by living according to his will.

### Goals

We pray that the student

#### knows these spiritual truths:

- God tells believers to use their talents faithfully to serve him.
- God tells believers to submit to his will and put their lives into his hands.

#### develops these spiritual attitudes and habits:

- I use my gifts faithfully to serve God and others.
- I submit to God's will and resist the world's ways.
- I put my life into God's hands.
- I appreciate that members of Christ's body use their gifts to build up the church.

### To Memorize

- \*\* Matthew 4:10  
John 15:5  
Romans 12:5
- \* 1 Corinthians 10:31  
Galatians 5:13  
Galatians 6:10
- \* The Seventh Commandment
- \* The First Article of the Apostles' Creed
- \* Hymn 469:1-3,6

### Suggested Commentary Readings

- Pages 212-223 in Franzmann, *Bible History Commentary, Old Testament*
- Pages 7-34 in Wendland, *Exodus*, The People's Bible series
- Pages 146-149 in Wicke, *Mark*, The People's Bible series

- Pages 78-79 in Balge, *Acts*, The People's Bible series
- Pages 141-146 in Lauersdorf, *Hebrews*, The People's Bible series
- Pages 203-206 in Panning, *Romans*, The People's Bible series
- Pages 186,187 in Panning, *Galatians, Ephesians*, The People's Bible series

### Introduction Ideas

- Show an hourglass to the class and explain how you have to turn it upside down in order for it to function properly as a timer. Sometimes God turns our lives upside down in order to train us how to function properly—that is, how to live according to his will. This unit explores how God turned Moses' life upside down—more than once—in order to train him to function as a leader of God's people. God prepared Moses for the role he would have in God's plan for the salvation of the world.
- Discuss what it means to sacrifice in baseball. For example, when a player bunts, what exactly does the player sacrifice? The ultimate sacrifice, of course, is God's sacrifice of his Son for our salvation. In return, we sacrifice our hearts and lives to serve him faithfully. In this unit God calls Moses to sacrifice his life in faithful service to God and God's people.
- What excuses have you given lately for not wanting to do something you should do? What's the difference between reasons and excuses? In this unit God calls Moses to be a leader of God's people, but Moses gives God reasons—or are they excuses?—for not doing it.

## Exodus 1–4

**God spares Moses:** Over a period of about 430 years, God increased Jacob’s descendants in **Egypt** to two million. Abraham’s family was a great nation, as promised. Fearing the Israelites’ great size, **Pharaoh** enslaved them and later ordered them to throw their male babies into the **Nile**. But God led two Israelites to hide their son for **three** months and then float him in the Nile in a waterproof basket. Pharaoh’s **daughter** found the child and felt sorry for him.

*God had saved the deliverer’s life.*

**God trains Moses:** Pharaoh’s daughter accepted Miriam’s offer of a Hebrew **nurse** for the child. This nurse was Moses’ own **mother**. During the first years of Moses’ life, he learned that he was one of the chosen people of the one true **God**, who had long ago promised a **Savior** from sin. When Moses was old enough, he went to live at Pharaoh’s **palace**. There he learned all the wisdom of **Egypt**, the most advanced civilization at that time.

*God was preparing the deliverer for his important role.*

**God calls Moses:** Moses impulsively killed an **Egyptian**. When the Hebrews did not accept him as their deliverer, he fled to **Midian**. Forty years later, God spoke to Moses through a **bush** that burned but did not burn up. He said, “I am the God of Abraham, Isaac, and **Jacob**. I am sending you to bring my people out of Egypt.” He gave the reluctant Moses miraculous **signs**, promised to teach him what to say, and gave him help by enlisting his brother **Aaron** as a spokesperson. When the Israelite elders heard that God had seen their misery and was about to act, they bowed down and **worshiped**.

*God had called the deliverer.*

*The deliverance—the exodus—would now begin!*

# Moses: Prepared to Serve

Exodus 2:11-15; 3:11,13; 4:1-17; Acts 7:23-25; Hebrews 11:24-26



## How did Moses respond as God prepared him to serve?

We read the highlights of Moses' life in three different places in the Bible—in Moses' own words in Exodus; in Stephen's sermon before he died, as recorded in Acts; and in the "Hall of Faith," Hebrews 11. From these three readings, we see how God directed Moses' life—from a reed basket to Pharaoh's palace, from Egypt to Midian to Egypt again—training him to be the deliverer of his people, the Israelites, from whom the Savior would come. Let's see how Moses responded as God prepared him to be the deliverer.

### Heb 11:24-26

- By faith Moses identified with the Israelites, his biological family, instead of with the Egyptians, who had adopted him. What did this decision cost him? *He was mistreated along with the other Hebrews, and he gave up the powerful position and privileges he had in the Egyptian court.*
- What did Moses value more than the treasures of Egypt? *Moses valued disgrace suffered for the sake of Christ more highly than the treasures of Egypt. He looked forward to the heavenly reward that was his through the Savior.*
- Moses lived about 1,500 years before Christ. How could the writer to the Hebrews say Moses valued Christ? *Moses valued the promise of the Savior. He wanted to be associated with the Savior-God and the chosen people who held the promise.*

### KEY POINT 1

**What did Moses choose over earthly wealth and power?** *By faith Moses chose God and God's people over earthly wealth and power.*

### Ex 2:11-15; Ac 7:23-25

- Why did Moses murder the Egyptian? *The Egyptian was beating a Hebrew. Moses chose to take sides with his own suffering people.*
- What did Moses hope the Israelites would understand as a result of his killing the Egyptian?

*He hoped they would understand that God was using him to deliver them from slavery in Egypt.*

- Why was Moses' decision a bad one? *Murder is a sin—and Moses knew that. Moses had acted impetuously against God's will. God had not called Moses to take any action whatsoever against the oppressors.*
- What resulted from his action? *The Israelites did not recognize Moses as their deliverer; Pharaoh tried to kill him, and he fled to Midian.*

### KEY POINT 2

**How did Moses sin in his attempt to serve God?** *Moses acted against God's will by murdering a man.*

### Ex 3:11,13

- Forty years later, when God called Moses to be the deliverer, what was Moses' initial response? *Moses was reluctant. He did not think he was worthy to carry out such a task, and he worried that the Israelites might not take him seriously.*

### Ex 4:1-17

- What other concerns did Moses have? *He worried that the Israelites simply wouldn't listen to him or believe him. He also didn't think he spoke well enough.*
- God reassured Moses after every concern he voiced. But what did Moses finally say? *He asked that someone else do it! The man who 40 years ago had killed an Egyptian and had been ready to deliver the chosen people on his own—the man God had given the finest training in the world—was afraid. All his reasons were really excuses!*
- Why was the Lord angry? *The Lord was angry because Moses did not trust him. Moses doubted God's ability to help him.*
- In what ways did God reassure Moses? *Previously God had promised to be with Moses (3:12). Now he reassured Moses that his brother Aaron could be his mouthpiece. He also reminded him that he could perform miraculous signs with the staff of God.*

### KEY POINT 3

**After much reluctance, how did Moses finally respond?** *Moses obeyed God's call to be the deliverer, trusting in God to help him.*



**How did Moses respond as God prepared him to serve?** *By faith Moses wisely chose God and God's people over the wealth of Egypt. He unwisely acted against God's will by murdering a man. Finally, after much reluctance, he obeyed God's call to be the deliverer, trusting in God to help him.*